

Kelsall Community Primary School

Inspection report

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| Unique Reference Number | 111104 |
| Local authority | Cheshire West and Chester |
| Inspection number | 378234 |
| Inspection dates | 16–17 January 2012 |
| Lead inspector | Diane Auton |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 206 |
| Appropriate authority | The governing body |
| Chair | Dr H Ziman |
| Headteacher | Mr S Williams |
| Date of previous school inspection | 4 October 2006 |
| School address | Flat Lane Kelsall Tarporley CW6 0PU |
| Telephone number | 01829 751343 |
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Introduction

Inspection team

Diane Auton
Sheila O'Keeffe

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors visited seven teachers in their classrooms and observed 14 lessons. They listened to pupils read in Years 1 and 2. They held meetings with members of the governing body, staff, groups of pupils and parents and carers. The inspectors observed the school's work, and looked at a number of documents, including the school development plan, safeguarding and equality policies and minutes of the governing body meetings. Inspectors took account of the responses to the on-line questionnaire (Parent View). They also reviewed information provided by parents and carers in 97 completed questionnaires. They took into account the views of pupils in Key Stage 2 and those of staff expressed in the questionnaires they returned.

Information about the school

The school is smaller than most other primary schools. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of disabled pupils, pupils with special educational needs or with a statement of special educational needs is below average. Most pupils are from White British backgrounds. The school exceeds the current floor standard, whereby the government sets the minimum expectations for attainment and progress.

Since its last inspection, the school has achieved Healthy School status, the Artsmark Gold Award, the Green Flag Eco Award, the Activemark, the Inclusion Quality Mark, the Sing Up Silver Award, the Sustrans Bike it Award and the E-Twinning Award. The school is a National Leadership and Development School for the National College for School Leadership and the headteacher is a Local Leader in Education.

Pre-school provision and a before and after school care club are provided on site by an independent company. These provisions are subject to separate inspection by Ofsted and reports are available on the Ofsted website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

| | |
|---------------------------------------|----------|
| Overall Effectiveness | 1 |
| Achievement of pupils | 1 |
| Quality of teaching | 1 |
| Behaviour and safety of pupils | 1 |
| Leadership and management | 1 |

Key Findings

- This is an outstanding school. With very few exceptions, parents and carers express extremely positive views of the education it provides, describing it as a 'wonderful, nurturing learning environment'. Pupils' achievement is excellent. They make a flying start in the Reception class and continue to be successful learners throughout the Years that follow, consistently making excellent progress. By the end of Year 6, pupils' attainment is high and considerably above the national average.
- The outstanding quality of teaching, throughout the school, contributes significantly to very positive outcomes for pupils. Lessons are planned and structured extremely well, with a range of effective strategies used to support learning. Teachers constantly review their practice, share ideas and develop methodology to ensure that pupils' needs are met. As a result, the momentum of successful learning is sustained across the school and pupils build up their skills progressively from year to year. While assessment is rigorous and accurate across the school, work is currently under way to ensure that issues around the over cautious teacher assessments in Key Stage 1 in 2011 are addressed and remedied so that the pupils in Year 3 always have work that is at the correct level of challenge.
- Pupils feel extremely safe and secure in school and have excellent awareness of safety issues, such as cyber bullying and how to guard against them. Their behaviour is excellent and they are considerate of others. Older pupils frequently act as buddies to younger ones and this enhances the school's supportive 'family' ethos. Pupils work hard in lessons and take a pride in their work and achievements. In every class, inspectors saw pupils deeply absorbed in their activities in lessons, fully engaged in learning.
- The headteacher provides inspirational leadership. Supported by a very effective deputy headteacher and an exceptionally knowledgeable governing body, he and the staff have the highest ambitions for the school and its pupils. Leadership is not complacent, systems for rigorous evaluation and analysis are embedded and the school is forward-looking with a clear focus on continuous and ongoing improvement.

What does the school need to do to improve further?

- Reinforce teacher assessment systems in Key Stage 1 to ensure that they accurately reflect pupils' attainment at all levels.

Main Report

Achievement of pupils

Pupils' achievement is excellent and this is matched by their interest and enjoyment in learning. They are responsive learners, eager to offer their ideas in discussions, reflective and articulate. They collaborate productively when working with a partner or in a group. They use their excellent information and communication technology skills to positive effect as a tool for successful learning. Pupils are increasingly able to evaluate the quality of their own work with accuracy. Across the school, attainment is high and pupils respond very positively to excellent teaching; this enables them to approach challenging work with confidence.

Most children's skills levels on entry to the Reception class are above the expectations for their age group. They quickly become enthusiastic learners and experience enjoyment and success in all of the areas of learning. 'Learning Journey' records for children in the Reception class testify to this and to the vibrant curriculum in the Early Years Foundation Stage.

Attainment in reading is above average by the end of Key Stage 1 and well above average by the time pupils leave the school in Year 6. Pupils from Key Stage 1 who read to an inspector did so with interest and expression, applying their developing phonic (linking of letters to their sounds) skills confidently when tackling new or difficult words. Attainment is similarly excellent in writing. The quality of written work in pupils' books is often very high, with pupils showing they are able to write confidently for a range of purposes. When pupils leave the school their overall attainment is high.

Evidence from the school's assessment data, from lesson observations and from scrutiny of work in pupils' books all confirmed that pupils in all year groups are progressing at a brisk rate in reading, writing and mathematics. This includes a few pupils in Year 3 whose assessments at the end of Key Stage 1 were slightly inaccurate. Pupils with special educational needs and those with disabilities also make excellent progress, as a result of the very well-targeted support the school provides for them. The school is highly inclusive and several parents of pupils with additional needs gave very positive comments in their questionnaire responses of how happy they are with their children's experience in the school. Overall, the vast majority of parents' and carers' responses indicated that they are extremely happy with their children's progress and attainment.

Quality of teaching

The excellent quality of teaching is contributing very strongly to pupils' learning and progress and to their personal development. Lessons are planned very well to take the range of learners' needs into account and the pace of learning is brisk; this is helping pupils

to progress very well in lessons. Teachers have very high expectations of pupils. The school has developed the use of success criteria in lessons, giving pupils a very clear picture of what is expected of them and pupils say this is helping them to improve their work. 'Mini-plenaries' -short reviews of how everyone is doing within lessons - ensure that all pupils are on track and understanding their tasks, and that those who may need some additional help are supported. This also means that teachers have a very clear overview of learning for all pupils. Pupils say that they find the advice given to them through constructive marking helps them to know what they need to do to raise the standard of their work. Well-trained and skilled teaching assistants work in professional partnership with class teachers and contribute extremely well to all pupils' learning and progress and particularly to that of pupils with additional needs.

Imaginative teaching strategies are often used to very good effect, bringing learning alive for pupils. In Year 5, for example, pupils were working on an art element in a cross-curricular topic on the Second World War. Using as models photographs of themselves in role as evacuees, they made sketches, exploring a range of styles and techniques used by prominent artists of the era, including Henry Moore. High quality art work was produced, including some large-scale drawings, and pupils' interest in and enjoyment of the work was very evident. Pupils' spiritual, moral, social and cultural development was promoted extremely well in this lesson as they were introduced to thought-provoking issues around the depiction of human tragedy in art and the role of the artist as a commentator.

The school's largest teaching area is shared by the Reception and Year 1 classes. Because the arrangements for this are managed skillfully, both classes benefit in many ways. Transition to Key Stage 1 is seamless. The two teachers plan together extremely effectively, so that curriculum progression and continuity are strongly underwritten. Children are extremely happy and secure and make excellent progress as a result of the outstanding provision and care in both classes.

Behaviour and safety of pupils

Pupils thrive in an environment where every child is known, cared for and valued, and this is helping them to achieve excellence in both their personal and their academic development. Pupils' behaviour in school is excellent. They say that they are confident that the adults in school care for them and that help is on hand if they encounter any problems.

Pupils have a well-developed understanding of different types of bullying and, in discussion with an inspector, were able to explain very clearly why they believe that there is no bullying in the school. Although a very small minority of parents and carers express some concerns about bullying, most feel the school deals effectively with any behavioural issues that may occur.

The school works very effectively in partnership with the parents and carers of potentially vulnerable children to help to break down barriers to learning and progress that pupils occasionally encounter. There have been no exclusions in the past three years. Attendance is high and punctuality excellent.

Leadership and management

Staff and the governing body wholeheartedly share the headteacher's firm commitment to continuous improvement and his ambition to achieve the best possible outcomes for pupils.

Staff at all levels contribute very effectively to help drive forward improvement initiatives. The school plans appropriate actions for ensuring that pupils' high attainment is sustained and that their learning and progress are promoted very well. The information gained from regular and rigorous progress reviews is used extremely well to ensure appropriate levels of challenge and support in learning activities. A programme of continuous professional development contributes strongly to the high quality of provision and to very positive outcomes for pupils. The actively involved and exceptionally well-informed governing body challenges and holds the school to account very effectively.

The curriculum is outstanding. It is rich and varied. Subjects are brought together in topics and themes that are interesting, relevant and engaging for pupils. The curriculum is exceptionally well enriched by opportunities for pupils to develop skills in sports and the arts and by valuable and established partnerships with a school in Norway and a school in Liverpool. A range of visitors and visits, including several residential trips, contributes very effectively to promoting pupils' academic, personal, social, health and citizenship education. Pupils' spiritual, moral, social and cultural development is outstanding and this is largely because of the breadth, interest and wide range of direct experiences that the curriculum provides. For example, partnerships with schools in contrasting settings give pupils an awareness and understanding of what life is like for children whose backgrounds are different from their own, while links with local businesses give them an insight into the world of work.

The school complies very well with statutory requirements for safeguarding through well managed procedures and through an ongoing review of their effectiveness. Its highly inclusive ethos supports excellent promotion of equal opportunities and access to educational entitlement; discrimination of any kind is not tolerated.

The school's overall effectiveness has improved significantly since its last inspection. Very effective leadership, including strong and far-sighted governance, has ensured excellence in provision, leading to very high achievement for pupils. This, together with the many skills and talents of leaders and staff, means that the school has outstanding capacity to sustain its current very high standards and to continue to improve further.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 46 | 46 | 8 | 0 |
| Primary schools | 8 | 47 | 40 | 5 |
| Secondary schools | 14 | 38 | 40 | 8 |
| Special schools | 28 | 48 | 20 | 4 |
| Pupil referral units | 15 | 50 | 29 | 5 |
| All schools | 11 | 46 | 38 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Behaviour | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |
| Safety | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 January 2012

Dear Pupils

Inspection of Kelsall Community Primary School, Tarporey CW6 0PU

Thank you for the warm welcome you gave the inspectors when we visited your school. As you know, we came to see how well the school is doing and how you are all getting on with your learning. We enjoyed our visit very much and it was a great pleasure for us to meet you all.

We found that Kelsall Primary is an outstanding school and that it is a very happy place for you to learn in and grow together. The headteacher, the deputy headteacher, the governors and all the staff work together exceptionally well to help make Kelsall a very successful school. They are always looking for ways to make it even better, so that you all benefit as much as possible from your time at primary school.

Your education gets off to an excellent start in the Reception class and you successfully maintain the positive attitudes to learning that you establish there as you move up through the school. You are extremely well behaved and polite young people. Your attendance is excellent. It was lovely for us to see that you work hard in your lessons, enjoy your work very much and get on very well with each other and with the grown-ups in school. They look after you extremely well. They work very hard, too, to make sure that you are provided with excellent teaching and a really interesting curriculum, and we were very pleased to hear you tell us how much you enjoy your lessons. Because of all this, you are making excellent progress in your learning and your overall attainment is high.

You can be very proud of yourselves and your school. But, after this very successful inspection, I know that you will all want to keep on working hard to make sure that your school continues to be the excellent place of learning that we found it to be on our visit. Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely

Diane Auton
Lead inspector

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